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ABSTRACT

A common dilemma faces libraries of all types--discovering and managing manpower resources effectively. With librarianship increasingly becoming a service-oriented profession, manpower is the most essential resource. Staff development and continuing education offer partial promise of solution, but evidence of the efforts presently underway is not encouraging. The purpose here is to bring together an overview of the essentials for a systematic program of staff development and continuing education of library personnel. These practical guidelines and criteria may have value for those who are interested in developing competent library personnel--themselves or others. This is intended to be a working tool of principles and precepts on which to base sound programs aimed at the development of the manpower resource, the human potential, within the library profession. The need of manpower development programs in many areas of librarianship is great. This tool is one response to that need. Hopefully these guidelines can be utilized in many different situations where they can help those wanting to develop a new program or to reassess one already existing. The guidelines address planning, implementing, and evaluation a manpower development program. (Author/SJ)

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STAFF DEVELOPMENT AND CONTINUING EDUCATION PROGRAMS FOR LIBRARY PERSONNEL: GUIDELINES AND CRITERIA

by

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PREFACE

For many years in librarianship, we have been turning to the literature of other fields for information concerning one of our major problems--how to manage our human resources more effectively. Some of that literature has undoubtedly been helpful. Yet, when one observes the scarcity of in-service training programs in all types of libraries then it seems legitimate to question whether we've actually used other professional literature to establish programs for the development of our manpower. Now, we have what I consider to be the most exciting contribution to our own literature in this most important area of staff development and program planning.

Barbara Conroy has brought to her task a wealth of experience and an educational background in her subject matter that is, I believe, unequaled by anyone in our profession. She demonstrates this by the skill in which she has written these Guidelines. Although based upon sound theoretical principles, they are practical and capable of immediate implementation by even the novice in program planning. No apologies are made for the fact that this is a down-to-earth, readable, how-to-do-it approach. At this time this is exactly what we librarians need.

These Guidelines already have received wide distribution in the field. They need even wider distribution. It is evident that the Guidelines have been designed for a variety of different audiences. Certainly, those of us in library schools can utilize them in our formal educational curricula as well as continuing education programs. They are designed, too, for use by state agencies; conference-planners in the library world; managers and administrators in all types of libraries, especially public and academic; professional associations; institute planners; proposal writers and, indeed, anyone in the field who wishes to develop programs more effectively.

I think that Barbara Conroy has done the best job to date in bringing together in a clear, concise and pragmatic style a set of Guidelines that can be applied to program planning and thereby improve our most important resource--manpower. I'm sure she would welcome any "feedback" from you, the reader, as to whether or not this tool has been helpful to you in the manner it was intended.

You're about to embark on a most exciting and profitable trip. Have a pleasant journey.

Dr. Lawrence A. Allen, Dean
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STAFF DEVELOPMENT AND CONTINUING EDUCATION PROGRAMS FOR LIBRARY PERSONNEL

Guidelines and Criteria

A common dilemma faces libraries of all types--discovering and managing manpower resources effectively. Every library needs skillful and efficient personnel who work well with colleagues and with the public, who plan and develop programs of service, who can deal with organizational problems created in libraries which grow into increasing complexity, who can cope with the situations which emerge from the increasing community and political involvements which are now more essential than ever before.

As a result of these needs, some individuals, agencies and organizations in librarianship have set themselves a goal of increasing the number of library personnel who are motivated and able to create and maintain effective patterns of library service--patterns that respond to the needs of the clientele of that institution. Library personnel with personal competence as well as professional abilities are needed.

With librarianship increasingly becoming a service-oriented profession, manpower is the most essential resource we have. Responsibility for producing and maintaining this resource is shared. The individual librarian who seeks fulfilling and growth-producing positions has a personal responsibility for initiating opportunities aimed at continuing growth and self development and for being open to opportunities that already exist. The library or school in which the librarian works is responsible for providing staff development opportunities which will promote organizational effectiveness as well as foster individual growth.

On a broader scale, the professional associations (state, regional and national) together with the state library agencies, have a responsibility for the development of library manpower. One evidence of this responsibility is the degree to which they set the pace for other elements of librarianship in the areas of education and development. Their continuing education efforts need to contribute to the effectiveness of libraries as institutions within the societal context. The extent to which the society values and utilizes the services offered by its libraries relates to the extent to which the library and librarians respond to the demands and needs of that society. Professional associations and state library agencies, composed of professional colleagues, are key factors in the willingness and ability of the profession to recognize this fact.

Library education itself has a responsibility. Often library schools are thought to have the only responsibility for the preparation of individuals in the professional field. That responsibility is often seen as amply fulfilled with opportunities for formal graduate training. Realistically, however, that view is now being broadened. This is shown by current efforts in library education to include the preparation of paraprofessional personnel and to extend opportunities for continuing education to individuals already in the field, not only with degree programs but with workshops, extension programs, correspondence courses, etc.

The responsibility for library manpower development is diversely shared. Yet, the development and utilization of manpower in the library field is criticized strongly from within and without the profession. Existing efforts seem inadequate to cope with the size and multiplicity of the problems which result from ineffective development and use of the most valuable resource we have.

Staff development and continuing education offer partial promise of solution, but evidence of the efforts presently underway is not encouraging. Few administrators (or librarians, for that matter) have had knowledge or experience with personnel development as such. Formal library education rarely includes the why's and how's of the process of staff development. Library school faculty themselves often rely on traditional teaching methodology without putting to use the findings of applied behavioral science with regard to the adult as a learner. Meetings of professional library associations point to the need for new knowledge, skills, attitudes but do little in a systematic manner to respond to those needs. State agencies are under pressures from several sources to respond more effectively to librarians' needs for continuing education in areas of new technology and program planning. In addition, they seek to attend to the needs of personnel within their own agency, specifically in such areas as program development, consultation skills and evaluation methods.

One of the quickest and easiest solutions to suggest in the face of the criticism, the diverse responsibilities and the pressures of "fix it!" would be to urge the launching of an all-out effort, a crash program of training-development-education. But it would be unreasonable to propose such a solution, for it would not be feasible, because those able to accomplish such a task are few, those wanting to do it are limited and changes of that scope (even if called "progress") are not acceptable to those who are asked to change.

However, positive responses can be made in the face of the pressures, prospects and problems that confront the library profession. Individual librarians, administrators, educators can all contribute directly and immediately to the goal of increasing individual and library effectiveness through routes offered by staff development and continuing education activities. Each, working within his or her own frame of reference--the library, the library association, the library school--can encourage what is being done and can initiate new efforts.

The purpose here is to bring together an overview of the essentials for a systematic program of staff development and continuing education of library personnel. These practical guidelines and criteria may have value for those who are interested in developing competent library personnel--themselves or others. This is intended to be a working tool of principles and precepts on which to base sound programs aimed at the development of the manpower resource, the human potential, within the library profession. The need of manpower development programs in many areas of librarianship is great. This tool is one response to that need.

Hopefully these guidelines can be utilized in many different situations where they can help those wanting to develop a new program or to reassess one already existing. A few specific examples include:

-library administrators or staff with personnel development responsibilities might consider these guidelines in their contemplation of new staff development efforts or in assessing their present programs,
-individuals with professional association responsibilities, perhaps officers or committee chairmen, might use these as a guide for planning and programming educational activities sponsored by the association--for a conference or for a sequence of activities over a given period of time,
-library school administrators and faculty might review ways that their library education curricula (for regular and extension programs) could be further developed,
-state agency administrators might use these to discover more successful ways to fulfill their responsibilities for the professional development and continuing education of the librarians in their state,
-individuals applying for new positions with a library, school or state agency might review these to be prepared with useful questions as they seek jobs that will help them to grow both personally and professionally,
-library staff, state agency personnel or faculty members might use these guidelines to understand the dimensions of a sound program in preparation for seeking such endeavors from their organization to respond to their needs.

There may be further reasons that those in the library field might wish to review and apply these guidelines.

The guidelines and criteria are presented as brief and general statements, with introductory and explanatory comments. Guidelines are concise statements of basic principles on which sound staff development and continuing education programs need to be built. Criteria detail the supporting specifics--the "what's" that enable the requirements of the guideline to be fulfilled. In general, the guidelines are intended to serve in the way a skeleton functions for the human body--providing a framework and basic structure. The criteria are like the muscles in the body--giving the structure motion and strength. The sequence presented here is an order that fits many situations but is not the only one possible. The vital factor to be kept in mind is that all guidelines must be satisfied in the development of a successful program.

As a further help, in some sections specific suggestions are offered as one way in which the guidelines and criteria might be achieved. Although the guidelines and criteria might be applied in an organization using any management style, the suggestions come from a framework of participative management--which encourages broad involvement in planning and decision making. In terms of management philosophy, the approach and methodology used in the development and administration of the training program should reflect the nature of the organization in its present state--or its intended direction in cases where the program is intended to be part of the design to change that organization.

For purposes of clarification, program here can be defined as coordinated and sequential efforts directed toward a given goal--in this case, staff development and continuing education of library personnel. Other basic terms frequently used here include staff development and continuing education. They are not necessarily separate and distinct. Their purposes and methods can overlap, and frequently do. In general, staff development efforts tend to be organizationally centered and directed. Such examples as on-the-job training, coaching, orientation sessions, job rotation reveal this. The purpose of staff development is to improve organizational effectiveness by increasing the competence of the staff within that organization. Competence includes the knowledge, skills and attitudes that enable the individual to function satisfactorily alone or with others in a work situation.

Continuing education includes the means which adults utilize in fulfilling their individual need to continue to learn and grow both personally and professionally. Such efforts tend to be individually centered and directed. Examples include institutes and workshops, human relations training, programmed instruction and academic courses.

Staff development and continuing education do not exclude each other. Rather, they co-exist and complement each other. The reason each is specified here is basically a response to the anticipated users of these guidelines. Some will come with the perspective of staff development in mind and some with continuing education as their primary concern. These guidelines are equally applicable in both areas.

SECTION I. PLANNING THE PROGRAM

Planning is a process in which the present situation is carefully examined and preparation is made for changing that situation. The success of any program depends to a great extent on the soundness of the planning for the program. Risk of failure is tremendously reduced if parts of the planning process include individuals to be affected by the program--those who may participate in it, those who will be responsible for implementing it, and, in some cases, those who will be users of the products or services which are likely to be affected as a result of the program.

GUIDELINE 1: INFORMATION ABOUT NEEDS MUST BE GATHERED

Criterion 1: The assessment of needs should measure the difference between what is going on now and what should go on either now or in the future. "Needs" can be defined as the gap between the present level and desired (or required) level of ability of individuals or of the organization (i.e. library, school, agency, etc.) in meeting its responsibilities.

Criterion 2: A firm base for a program would include information from each of three categories of needs:

a. Needs can be defined in terms of the lack of essential knowledge, skills or attitude which prevents staff members from giving satisfactory job performance or which interferes with their potential for assuming greater responsibilities. These needs would

include the personal, psychological and social needs as well as professional and technical needs evidenced by the staff. If individual needs are not considered, participants will not be highly motivated to learn or to apply their learnings.

b. Needs can be defined in terms of organizational elements which function ineffectively or without needed coordination. The organizational issues and concerns would include the present ability of the organization to fulfill its responsibilities and should include a view of its anticipated future directions as well as its present capabilities. In some cases, a program of staff development is a deliberate effort to effect planned organizational change and thus is a part of future developments. If organizational issues and concerns are not included in the assessment of the needs considered in the development of a program, the cost-benefit justification for the program will be weak and may result in a short-lived effort.

c. Needs can be defined in terms of the needs of the community to which the institution is responsible--the town, the university, the state, the profession. If these are not considered, the existence of the organization will be difficult to justify to that community in terms of sufficient priority and funding to continue to function.

Criterion 3: All possible sources of information should be considered in determining what the problems and needs are. An assessment of individual attitudes, expectations and the desire for change is as important as measuring the individual's performance level in terms of what is the present situation and what is intended for the future. Sources include: present and potential students, patrons (users and non-users), librarians, consultants, supervisors, etc.

Criterion 4: Several means of gathering this information should be combined to assure accuracy and comprehensiveness. Specific techniques include interviews, questionnaires, observation, attitude surveys, performance appraisals, conferences, or a skills inventory, etc. Selection of which methods would be most appropriate would depend on the individual situation.

Suggestion: A specific and feasible means for meeting the guideline and fulfilling the requirements of the criteria is described for your consideration.

A representative group of responsible individuals who can speak for personal, organizational and community needs should be assembled as a prime and continuing source of assessing needs. The group should be responsible for indicating present needs and anticipating possible future needs for individuals, the library (agency or school) and the community the organization serves. This group should be openly identified with the responsibility for gathering and analyzing the needs for a possible program of staff development or continuing education. The group should determine 1.) the information needed, 2.) from whom that information should be obtained, 3.) the best methods to acquire that information, 4.) who and how and when and where to gather the needed information.

There are several implications that should be understood before embarking on this process. This manner of proceeding requires a substantial amount of time on the part of the individuals who are a part of the group--and perhaps on the part of the individuals whose needs are being assessed. It also takes a degree of skill and commitment which can both rise from and contribute to the insitutional "climate."

The "return" on this investment is equally important. This method of broad involvement increases the likelihood of acceptance and understanding of the evolving program by those to be affected most by it--those to be involved as learners and participants and those who will be implementing the program. A group of this nature offers an assurance of the balance of viewpoints, exploration of multiple alternatives and sound findings. This group can provide a channel to distribute and receive information from a wide spectrum of individuals. Such a channel can increase the openly expressed opinions and attitudes of staff beyond what could be expected of other methods.

GUIDELINE 2: INFORMATION ABOUT NEEDS MUST BE ANALYZED

To be most useful, the information gathered will need to be reviewed and interpreted. This process is vital in order to determine sound objectives which will form the base on which a successful program can be developed. The process of assessing and analyzing the needs is a vital one. At this point, the previously held assumption that training or education is the necessary answer can be critically re-considered. Policy changes, new equipment, shifts of assigned responsibilities might provide satisfactory solutions instead of training. Needs analysis is the point at which the question must be asked: Is training the solution?

Criterion 1: Classification of the gathered information will aid interpretation and evaluation. Preliminary identification can be indicated of those who are to be involved in the program, what resources might be needed and, of those needed, which are presently available. Sample categories into which information about training needs often falls include:

- individual/organizational needs
- knowledge/skill/attitude needs
- long-term/short-term needs
- needs for individual or group activities
- needs for formal or informal activities
- needs requiring internal/external resources

Criterion 2: Information should include the specific needs and whom they affect (students, librarians, patrons, etc.).

Criterion 3: A careful and realistic analysis of the information is important and needs to consider as many factors as possible. The analysis should include the setting of priorities since not all needs found can be met.

Suggestion: A specific and feasible means for meeting the guideline and fulfilling the requirements of the criteria is described for your consideration.

The group (described in the prior suggestion) should determine how best to arrange the information gathered, and it should consider who needs to be informed of the findings and how. The best method for interpretation and evaluation of information is the consideration of the data in open and frank discussion. This process would require a suitable institutional atmosphere to achieve its full potential. These discussions should be supplemented, not supplanted, by additional means. For example, written reports of the findings and recommendations of the group might be circulated to elicit feedback from the staff, students or library users. Open hearing sessions might be held where those who are interested can come and speak directly to the group.

Findings and recommendations should include administrative consideration and review as well as review by those whose needs were assessed. This process increases the possibility of developing and implementing a training program which has broad understanding by the staff--more so than if a "package" is designed and ordered to be implemented from administrative levels.

GUIDELINE 3: PROGRAM OBJECTIVES MUST BE FORMULATED

Program objectives give direction to the efforts expended on the program--they are a blueprint for action. Sound objectives provide a firm basis for the decisions--program planning, setting policies and procedures, evaluating the outcomes--that will be necessary at each stage of program development subsequent to this one. Objectives must be based on the needs discovered and must be in accord with the goals of the organization.

The process of setting objectives helps to organize thinking, to check out assumptions and to assure that the various organizational elements are understanding and working together toward the same goal. They are a prime means of communicating within and outside the organization about what is being attempted and achieved. They indicate the criteria by which the program can be evaluated--To what degree have we achieved our objectives?

Criterion 1: Objectives should be clear, concise, specific statements with no possible misunderstanding of intent. Usual statements such as "to improve performance" are vague and do not provide an adequate base on which to develop a program.

Criterion 2: Program objectives should specify the desired outcomes that are sought as results of the training program. In other words, they will describe what the training program is intended to achieve. For example: Public service librarians will be able to respond more effectively to patrons asking reference questions through more adequate reference interview techniques and greater awareness of available resources (materials and people).

Criterion 3: Objectives should be honest, realistic and attainable based on the information known. Initially, objectives will probably be flexible and open to necessary adjustment due to new information or the emerging needs of learners or the organization which were not perceived earlier.

Suggestion: A specific and feasible means for meeting the guideline and fulfilling the requirements of the criteria is described for your consideration.

Those to be affected by the program should be involved in setting the objectives of the program. This increases the likelihood of acceptance and understanding by the learners as well as their involvement and the application of learnings. It also increases the ability of those responsible for implementing the program to fulfill the spirit of the program as it is intended.

GUIDELINE 4: RESOURCES MUST BE ASSESSED

If needed resources can be anticipated and assessed at this point in planning, an indication of the scope and the cost of the program can be seen. In some ways, this can be a check of feasibility. Those resources already available can be an important factor in planning the program but should not eliminate alternatives for which resources are not immediately available. The kinds of resources usually needed for a training program include physical facilities, equipment, supplies, materials, funds and, most important of all, people.

Criterion 1: Three resource areas should be considered:

a. organizational resources would include:

   1. present staff abilities, expectations for the program outcomes, contacts and relationships;

   2. existing programs (departmental orientations, management development programs, staff handbooks, short courses, correspondence courses, job rotation policies);

   3. organizational relationships with peer agencies (academic departments, municipal agencies, school district offices).

b. community resources would include:

   1. formal academic programs available;

   2. interested trustee and friends groups;

   3. issue-oriented community action groups;

   4. faculty and student organizations.

c. professional resources would include:

   1. regional and national programs;

   2. library schools;

   3. other libraries' staff development programs, etc.

Criterion 2: Needed resources should be reviewed with an indication of which are presently available and which are not presently available. Initial exploration should be made to discover those resources needed but not presently available and to determine how they might be obtained.

GUIDELINE 5: A PROGRAM OF ACTIVITIES MUST BE DESIGNED

Program design is essentially the action plan by which the objectives are translated into activities which, in turn, are planned to achieve the objectives. Just as the objectives for the program must be compatible with those of the organization, the objectives for the program itself form the basis for assembling the activities of the program.

Criterion 1: Program design, though planned and stated, should be flexible to adjust to reactions from the learners, the changing needs of the learner and emerging needs of the organization.

Criterion 2: Usually the larger the number of alternatives that are considered and evaluated for inclusion as activities within the planned program design, the greater the advantage in terms of sound initial decisions regarding which activities are likely to be most effective. A long-range advantage accrues in terms of increased program flexibility. As program changes become necessary, these later decisions can be more quickly and effectively made due to the initial consideration of most of the available alternatives in the planning stage. Choice among alternatives should result from considering the following important factors:

a. congruency with the stated objectives for the program;

b. kinds of needs indicated (knowledge, skills, attitude) and depth of learning sought;

c. feasibility in terms of resources, time, funds, etc. that are available;

d. acceptance of approach by those to be affected by the program (whether they are expected to learn from it or implement it);

e. measures of cost-benefit on behalf of the organization and of the individual--the organization should consider such factors as resources, impact and results; the individual should consider time and effort, personal potential and growth;

f. possible unintended outcomes that might result.

Criterion 3: Each objective should have some activities which are intended to work toward its achievement. New activities that result from the program should be integrated with previously existing ones, if possible. Only in very exceptional situations should the program exist as an isolated entity.

Criterion 4: Activities selected for the program should be fit within a time frame (such as PERT) which indicates when what needs to occur, including when present and future decisions are necessary to be made. This process gives a clear picture of the program's work flow as well as necessary resources allocation and staffing. This picture provides the opportunity to see these factors of the training program in relation to those elements within the total organization.

Criterion 5: Policy guidelines for the administration of the program should be indicated tentatively as the program is designed. These should be subject to change as it is being implemented. For example: The program activities will be held within the library and attempt to utilize present staff resources.

Inadequate planning and preparation result in more program failures than any other single cause. Yet it is difficult to "slow down" to plan well. Planning is a very crucial phase of a new program. Planning is a process which happens not only at the beginning but should continue to happen throughout implementation and evaluation. As circumstances change or new information comes to light, new directions may have to be taken and that means planning. If a number of people have been involved in the planning process, they will be able to understand the need and the nature of changed plans as well as to help make sound recommendations for such changes. One of the consquences of evaluation is to use that information to recycle the effort and to institute further planning.

Planning is often difficult, even though a common-sense process. Most individuals are impatient to get to the doing. Planning is not a process that indicates things are getting done. Thus it is often difficult to justify in terms of time and energy. To point to a successful program afterward and state that careful planning is what contributed most to its success is unconvincing, even if true. Few will believe it because the planning is not as readily apparent as the activities themselves. Ironically, the program that is well planned, sometimes through a long and tedious process, looks easy by the time you get to the doing of it.

SECTION II. IMPLEMENTING THE PROGRAM

All activities in a program of staff development or continuing education must relate to the objectives that were determined for the program. Decisions concerning the who, what and how of the implementation should largely be determined on the basis of what is best in terms of fulfilling the objectives. Implementation of a program does not mean that all planning is concluded. Although the bulk of program planning may be done before implementation begins, each of these phases overlaps the other. Implementing a planned activity may indicate a need for redefinition of an original objective or for adjustment of some of the original planning.

Certain basic elements are outlined in this section as necessary to implement a planned program. These elements include the assignment of the administrative and training responsibilities, the selection and preparation of

the learners, the assembly of resources (facilities, materials, staff), and the selection of methods and approaches to enable maximum learning. Each is vital in its own way and each needs to be done carefully.

GUIDELINE 6: THE ADMINISTRATIVE RESPONSIBILITIES MUST BE ASSIGNED

Administrative responsibilities include the various arrangements that are necessary to produce the program--the logistics of a meeting, the materials and equipment needed by the learner, the care and feeding of resource people. Involvement in implementing the program is obvious but involvement in the planning is also essential.

Criterion 1: The management and coordination of program activities should be an assigned responsibility of an individual or a section within the library or school or agency for which the program has been designed. Familiarity with the available facilities, potential resources, and staff members is invaluable.

Criterion 2: The administrative staff should be primarily responsible for effecting the necessary coordination with other activities within the system and with activities and individuals outside that system. Training program activities need to be coordinated with other library or agency functions, maintenance of necessary records (personnel, financial, etc.), production and distribution of program materials.

Criterion 3: The administrative staff should be primarily responsible for communicating the purpose and nature of the program throughout the system. The usual channels of organizational communication would naturally be used. New channels might be devised in addition to those. This extremely important function would be in close relation with the training staff and would require administrative involvement in the planning process to fully understand what was important to communicate about the program.

Criterion 4: Responsibilities for the sequence of activities in the program should be detailed, specific and understandable by all who are to be responsible for the different parts of the program. Definitions of these responsibilities should include who does what and should indicate the time frames and necessary procedural details.

GUIDELINE 7: THE TRAINING STAFF MUST BE SELECTED AND ORGANIZED

For a small scale program or a relatively small organization, the administrative and training responsibilities might be fulfilled in the same person. An important qualification to make, however, would be that that person be knowledgable and skilled in training methodology. Utilization of an outside resource on a temporary basis for some of the program activities offers the advantage of professional competence with the disadvantage of absence from the organization during follow-up activities. Cooperative arrangements can sometimes be made for sharing costs and training professionals with several organizations.

Criterion 1: Training staff might include two different categories of expertise:

a. content resource - one with competency in specific areas of knowledge or technical skills such as a new circulation system or knowledge of systems management.

b. methods resource - one with ability to design a wide range of educational activities which promote learning of those involved in the program in accord with the established objectives.

Either or both of these might be needed in a given program. For the most part, either might be a short-term involvement for specific activities and responsibilities in the overall program.

Criterion 2: The qualifications required for the training personnel should be in accord with the functions for which they will be used. An expert in computer technology might not be skilled in group discussion techniques.

Criterion 3: Briefing of staff to be used only temporarily and for selected activities should be complete enough to indicate the scope and purpose of the training program.

GUIDELINE 8: LEARNERS MUST BE SELECTED AND PREPARED FOR THEIR INVOLVEMENT

Those who will be participants (learners) in the program are often thought of as the key elements. They are the prime and immediate beneficiaries of the program. They are the ones from whom new behavior is expected because of new knowledge, improved skills or changed attitudes.

Criterion 1: The learners should be selected for the program on the basis of the identified needs from which the program objectives were developed. The selection is usually based on the responsibilities an individual has in the library, school or agency. Often a training program is used to prepare staff members for new responsibilities due to organizational shifts or new kinds of services offered to the public. In some cases, a training program is intended to prepare a group of staff members to work well together in addition to providing new knowledge or skills.

Criterion 2: The program should prepare each learner to enter each program activity with personal expectations that are in accord with the objectives and nature of the program itself. This might be the responsibility of the administrative or training staff of the program depending on how those functions have been agreed upon. Various methods might be used to assure this: distributing materials which describe clearly the purposes, methodology and possible outcomes of the program; involving the learner in the planning process; personal contact with staff members of the program prior to involvement in the activities.

Criterion 3: The learners should be encouraged and helped to examine in what ways their participation in the program will be beneficial to them personally or professionally. This procedure might occur prior to the beginning of the program or as part of the first activity.

Suggestion: A specific and feasible means for meeting the guideline and fulfilling the requirements of the criteria is described for your consideration.

In terms of learning and applying what has been learned, the best results come from the participant who knows his own needs, who has been involved in planning for the program, who understands the program--what is intended, how plans will accomplish the intention and how the training activities are related to the needs of the individual and the organization. Although it is not always possible, a participant who has voluntarily joined the activity will learn more and apply learnings better than one ordered to participate.

GUIDELINE 9: THE EDUCATIONAL ACTIVITIES MUST PROMOTE LEARNING

The basic elements of program design will be the program activities. These must relate to the objectives and basic approach selected for the program The basis for selecting activities needs to be whether or not that activity will work toward achieving the objectives. Since individuals learn in different ways, the pattern of activities that makes up the total program needs to include a variety of activities and events, resources and methods. Various activities may work toward a common objective; a single activity may work toward multiple objectives.

Criterion 1: A common understanding of the program--in all its parts--should be shared by the administrative and training staff of the program, the planning group, the administrator of the organization, staff members involved in the program and staff members not involved in the program. The depth of understanding can vary among these individuals, but the nature of that understanding must be similar.

Criterion 2: The sequence of activities planned for the program should build steadily toward the achievement of program objectives. The overall program should be designed on the basis of the unique needs of the organization and the individuals who are a part of the program.

Criterion 3: The design of program activities should reflect an awareness and understanding of the basic factors that pertain to the adult as a learner. An adult learner is a responsible, self-directing, independent personality, one who has learned from past education and experience and who is presently concerned with the situations and problems in his world.

Criterion 4: Utilization of presently available opportunities (courses, packaged learning programs, workshops, etc.) should be considered in addition to activities specifically planned for this program. However, the anticipated outcomes of each of these opportunities need to be in accord with the objectives for the training program.

GUIDELINE 10: APPROPRIATE MATERIALS AND FACILITIES MUST BE PROVIDED

Support of the program activities through adequate materials and facilities can strengthen the program. It is important that these supportive elements be carefully coordinated and creatively used to enhance the learning opportunities being developed in the program. Facilities include physical arrangements and equipment needed by the learners and the training staff. "Materials" is a very broad term used here to include audiovisual aids, handouts, textbooks, films, case studies, printed explanatory material, etc.

Criterion 1: The training staff should be primarily responsible for the selection of materials and equipment and for setting the criteria for the selection of facilities. These will relate the program to the resources available.

Criterion 2: The administrative staff should be primarily responsible for providing and distributing materials or equipment as needed and for arranging facilities as required.

Criterion 3: Selection of materials should be based on their relevancy to the objectives of the program, to the educational techniques used and the needs of the learners. This might mean using existing materials readily available or developing new materials to fit closely with this particular program. Use of existing materials can offer the advantages of relative low cost and previous testing. The development of new materials especially for the program offers the advantage of incorporating unique features for that program. This advantage is offset somewhat by the usually extensive costs incurred in the design and preparation of new materials. Instances of using existing materials or of designing new ones both incur the same risk--inappropriate materials can jeopardize the educational outcomes anticiapted from the program.

Criterion 4: Materials should be clear and understandable to the learner, directly relating to his needs and to the nature of the program. They can be used before, during or after specific program activities.

Criterion 5: If materials are developed to prepare the learner for participating in the program--for example, problem definition, readings required, assessment of one's ability and skills--those materials should actually be utilized in the program whether on an individual or group basis.

Criterion 6: Facilities should be selected which are conducive to the kind of learning activities to be conducted. Traditional methods (lectures, demonstrations, films) might use a typical classroom format. Informal methods (simulations, small group discussion, role play) would require movable furniture. Tours, equipment demonstrations and specialized resources might require the group moving to the site of the resource. Generally speaking, facilities which are flexible and adaptive and include the equipment to be used (a-v cameras, screen, flip charts) are usually the most suitable.

Criterion 7: Facilities should provide a learning environment acceptable to the participant in terms of physical comfort and ease in observing and participating as needed. However, selection of facilities is often the result of circumstance outside the program itself--availability, scheduling, transportation, etc.

Suggestion: A specific and feasible means for meeting the guideline and fulfilling the requirements of the criteria is described for your consideration.

The group that determined the needs and established the objectives is an ideal group to continue to observe the program. Since that group included individuals who were to be in the program as participants, they will provide an inside view of implementation in relation to the original objectives. The individuals outside the program can provide information about the actual observed impact on the library, school or agency for which the program is designed. Thus, this group will know what changes need to be made and how best to make them to keep the intent of the program together with the implementation of it. In a way, they become consultants to the staff of the program.

Implementation becomes the fulfillment of the planning--where things are done that were only contemplated before. The soundness of the planning is revealed as the program takes form and shape and becomes what was intended. Program adjustments found to be necessary when implementing the original plans can more easily be accommodated if alternatives were considered carefully during the planning phase. What looked feasible during the planning stage may be not so feasible during actual implementation. Flexibility is necessary--but is not always an easy principle to put into practice for an individual or for an organization.

SECTION III. EVALUATING THE PROGRAM

Evaluation is often seen only as an instrument for measuring accountability. Evaluation is also a process which becomes a tool to provide more adequate information which an individual, an organization or a community can use to make better decisions. Evaluative methods can provide information about the extent to which a program's impact is what was intended and to discover the means by which that impact was achieved.

The aim of staff development and continuing education programs is the change of behavior by individuals and organizations through acquiring new knowledge, attitudes or abilities. The process of changing behavior requires time--time to acquire, time to integrate, time to act. The benefits sought are long-term and the development needed is long-term. This is true whether the objectives of the program focus on the individual or on the library school or agency.

Two kinds of evaluation are possible. Both may be necessary in a given program. The first is program evaluation which is used to provide feedback about the program in process so that it might be adjusted as necessary. The second is results or outcome evaluation, which is used to measure the degree to which objectives have been met. Each of these kinds of evaluation must be

planned from the beginning of the program in order to determine what information will be needed, how to acquire that information, and how to use it.

The importance of planning evaluation from the beginning of the program is apparent, because the aim of staff development and continuing education programs is change. To identify change, the present situation needs to be assessed and alterations in that situation need to be measured.

This section reviews the elements necessary in evaluating the kinds of programs planned and implemented with the guidelines in the previous sections.

GUIDELINE 11: THE PURPOSES FOR EVALUATION MUST BE DETERMINED

Why the program is to be evaluated should determine the nature of the evaluative process to be used. The first question that needs to be asked is: Why is evaluation to be done? Only after this question has been answered can consideration be given to how to do it. Evaluation findings can be used for many purposes simultaneously. The data might be used to justify a change in the present organizational methods of planning, management or delivery services to supplement the process of personnel appraisal and promotion; or to modify the current assignment of responsibilities within the library, school or agency. Each reason would need different information from diverse sources analyzed individually. Most importantly, the first step in planning for evaluation is to establish why you want to evaluate.

Criterion 1: One of the main reasons for evaluating the program should be to determine to what extent, and perhaps in what ways, the program is meeting its objectives. The foundation for this inquiry would be the statement of objectives established for the program.

Criterion 2: Program evaluation indicators should aim at program revision while the program is in process. Such data needs to be quickly gathered and quickly fed back into the process of the program.

Criterion 3: Although the organizational reasons for evaluation are usually predominant, provisions for meeting individual interest for self-evaluation should be considered also. Such provisions should be available to the individual learner, who should be able to freely choose whether or not to evaluate himself, and to determine the disposition of that evaluation.

Suggestion: A specific and feasible means for meeting the guideline and fulfilling the requirements of the criteria is described for your consideration.

Those involved with the planning and implementation of the program would be excellent sources to determine the purposes of the evaluation. Evaluative results might be helpful to various parts of the organization that might not be thought of by the training program staff. Thus the participants themselves; the library, school or agency affected by the program, the community segments influenced by the outcomes of the program--these would be helpful sources to ask: What do you want/need to know about the program and its results?

GUIDELINE 12: THE EVALUATION PROCESS MUST BE PLANNED

Based on the purposes determined for the evaluation process, how to organize and conduct that process must be planned. The plan for the evaluation process--from gathering the information needed to making use of the information found--must be integrated with the implementation of the program of staff development or continuing education itself. Thus, a good deal of the planning for the evaluation process must be developed during the planning for the program activities and events.

Criterion 1: To plan for evaluation, the following questions will have to be answered:

What do we need to know? (in order to respond to the reasons for evaluating),

Who has that information? (and where is the information, when is the information produced?)

How do we obtain that information? (What procedure is necessary and possible?)

How do we want to use that information? (Who needs it to act upon it?)

The answers to these questions begin to form the plan.

Criterion 2: From the answers to the above questions, an action plan for evaluation should be developed. That plan should lay out who needs to do what in order to gather, analyze and interpret the information--and when and where will that be done. The plan should include how to get the information to the decision makers who need to act on it.

Criterion 3: The plan for evaluation should then be fit with the plan for the total program implementation. It should include a schedule of responsibilities, time frames within which to work, the means by which the information will be obtained.

GUIDELINE 13: EVALUATIVE INFORMATION MUST BE COLLECTED

Evaluative information needs to be collected at the time it is generated and available. For example, a short-term, subjective evaluation from the participant in a particular activity could be gathered by means of a post-meeting reaction sheet during or at the end of the activity. If pre and post skills tests or attitude assessments of individuals in the program are needed, those tests need to be administered and the data collected before and after the event being so evaluated.

Criterion 1: The means of collecting information should be determined by such factors as:

a. a real need for the information,

b. availability of ready-made instruments to collect the information or the ability to devise procedures to collect the necessary information,

c. acceptance of the process by those being measured and those seeking the information being collected.

Criterion 2: Each evaluative technique used should be selected to collect a particular kind of data. Varying techniques might be used to discover different kinds of information. The various kinds of information might include evidences of reaction to the program, learnings from the program, changed behavior. Different techniques might include: interviews, tests (standardized, custom-made, or performance), products produced during or after the program, job performance records, organizational statistics, trainer evaluation.

GUIDELINE 14: EVALUATIVE INFORMATION MUST BE ORGANIZED AND ANALYZED

The information gathered must be organized in such a way that it provides responses to the questions asked of the evaluative process; that is, the purposes for which the evaluation was thought to be needed. The value of the evaluation process can be multiplied at no extra cost if the information can contribute to various personal and organizational purposes.

Criterion 1: Sufficient information should be collected from enough sources to determine patterns that might result. Generally, more information is collected than will be usable. The effort spent in analyzing the information collected should be commensurate with the value placed on the reasons for collecting it in the first place. Excessive time and energy should not be spent on data which is not needed to plan or modify. However, analysis should not exclude information about unanticipated outcomes. An ideal balance for analyzing the information would be between openness to evidences shown by the data and expedient use of time resources available.

Criterion 2: Information from various sources and means can be used to cross-check results.

Criterion 3: Those who are responsible for the analysis of the information should be in a position to review the data in the organizational context from which it comes. Participants should also be involved in the interpretation of the information. These sources will assure that vital perspectives--personal and organizational--are not overlooked.

Suggestion: A specific and feasible means for meeting the guideline and fulfilling the requirements of the criteria is described for your consideration.

The use of the group described in prior suggestions would provide an excellent resource base for answering the questions posed in the planning of the evaluation process and would provide a base for the understanding and acceptance of the process itself by those in the program. This group would also be a valuable resource for collecting, organizing and analyzing the information and in the process of reporting and utilizing the findings.

The implications for deep involvement of this group in the process of evaluating is that this strengthens the possibility of the understanding and acceptance of the process of evaluation as providing a base for more information which is necessary for decision-making--rather than evaluation being understood as a process for judging the individuals involved in the program. This group, understanding the process by seeing it first-hand, can be instrumental in helping others understand.

GUIDELINE 15: EVALUATIVE DATA MUST BE REPORTED AND UTILIZED

Benefit from the evaluative process to the library, school or agency derives from the utilization of the data. Program evaluation results are recycled into revisions which modify and improve the program. Measures of program outcomes give the organization the opportunity to determine and plan the next steps indicated by the findings.

Criterion 1: Just as in planning the evaluation and analyzing the information gathered, the primary orientation in reporting the information should relate the findings to the program objectives.

Criterion 2: The information which has been collected and organized should be reported in such a way as to be understandable to and usable by those who need to know it. Since the reason for evaluation is to improve the quality of decisions, providing the decision makers with needed information to make those decisions (or to change them) is essential. The information pertaining to the program itself should be recycled into the program where it may prompt modification. The information pertaining to the outcomes that have resulted from the program should be the basis for developing next steps which seem appropriate. Certainly the individuals involved in the program will be interested and concerned as will the elements of the organization which will be affected by the outcomes.

Criterion 3: Appropriate means for review and feedback from participants in the program and others involved in it should be provided. This will serve to test the initial analysis of the evaluative findings and to provide balanced perceptions as to the program's effect.

The evaluation process is a tool designed to yield important information--information which allows important decisions to be made more soundly than the lack of information would allow. Program evaluation provides information with which to adjust the program itself. Evaluation of the results in terms of the original objectives provides information which allows an individual or an organization to set new directions; begin a new cycle at a deeper or broader level. Both the individual and organization should be prepared to do this.

IMPLICATIONS

Developing library manpower is a vital task that confronts the profession. Many professional efforts are directed toward building functional physical facilities, developing substantial collections, seeking stable funding sources and adapting modern technology to library functions. All of these efforts rely at some point on competent staff members providing needed services. The person is a key and irreplaceable element in librarianship.

Programs of staff development and continuing education which provide opportunities for library personnel to improve their skills, broaden their knowledge and change their attitudes offer great promise to supply that needed competent staff. Such programs offered for library personnel are developed for a variety of purposes working toward a common goal of greater competence of librarians and libraries. The responsibility for such programs is shared by the librarian, the library, the state agency, the library school and the professional association--again all working toward the same goal.

Producing a sound program is demanding of the learner and of the institution. The need for time, energy and funds is as likely to be substantial as is the impact. The impact of a systematic program of continuing education available to librarians can be substantial for the individual librarian. The librarian can incorporate new technology into a present job, move into administrative responsibilities which require new skills, find a need to become aware of and understand new societal and professional emphases. All of these prompt an individual librarian to seek continuing education opportunities. Those individuals who plan their participation in events and activities can further their professional individual growth through formal and informal means which meet their needs.

The organizational impact of a concentrated and well planned staff development program on a library, school or agency can be equally substantial. Specifically, staff development programs can improve overall library effectiveness as well as strengthen the capabilities of individual staff members involved. Such programs can be used to initiate substantial organizational change such as implementing new management style, initiating major shifts in decision-making responsibilities and examine basic structural organization and plan its modification.

The results of such programs are substantial--well worth the investment. Whether the effect of the program is a positive or negative one cannot be fully controlled by those who develop the programs. The risk of a negative impact can be reduced if a program is carefully and realistically planned, implemented and evaluated. This overview has attempted to present the necessary elements for a program to be successful from the standpoint of the individual and the organization.

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